

EUROPEAN FIRST YEAR EXPERIENCE CONFERENCE 2016

Monday 4th – Wednesday 6th April 2016

ABSTRACT SUBMISSION FORM

Proposals should be submitted to efye@arteveldehs.be by **1 December 2015**.

Speaker(s)	Ed Foster, Tinne De Laet, Maartje van den Bogaard & Maarten van den Ven
School / Department / Institution	<ul style="list-style-type: none"> • Student Engagement Team, Centre for Academic Development & Quality, Nottingham Trent University • Tutorial Services of Engineering Science, KU Leuven • ICLON, department Higher Education, Leiden University
Biographical details for each speaker (50 words maximum)	
<p>Ed Foster is the Student Engagement Manager at NTU. He has experience researching the first year experience and delivering services to meet students' needs including: study support, institutional induction and now a large scale learning analytics resource the NTU Student Dashboard. Alarmingly he has presented at every EFYE since 2008.</p> <p>Tinne De Laet received the M.Sc. degree in engineering science and the Ph.D. degree in mechanical engineering from the Katholieke Universiteit Leuven (KU Leuven), Belgium in 2005 and 2010 respectively. After being a postdoctoral Fellow of the FWO she became a tenure track professor and the Head of the Tutorial Services of Engineering Science of the KU Leuven in 2013.</p> <p>Maartje van den Bogaard holds a master's degree in education sciences and she recently received her PhD degree from Delft University of Technology (2015). Her research is on student success and education policy to support success for all. She currently works as a consultant and researcher for Leiden University.</p> <p>Maarten van de Ven (PhD) is an educational psychologist. He worked over 30 years in the area of educational technology in Higher Education. Currently he is head of the department of Higher Education at the Leiden University Graduate School of Teaching and consultant and researcher in the area of study success.</p>	
Statement of link to the conference theme(s)	
1. The student lifecycle: transition, How we screen, track and support first-year students?	
Session/poster title	
"To the Bat Car Robin!" The role of learning analytics in supporting, not just identifying students at risk	
Session type – (Workshop, Paper, Show and Tell or Poster). If submitting a workshop or paper, please indicate if you would prefer a 30 or 60 minute slot. We can't guarantee that	

we will be able to accommodate all preferences.

Challenge workshop: prefer 30-minute time slot.

We would like to run two sessions one after the other in the same 1-hour time slot. This will enable participants to explore two related aspects of learning analytics: firstly, identifying those students at risk of early withdrawal and secondly using data to develop systems to support these students.

- A) Learning analytics to support students in the transition from secondary to higher education: which data to use and which feedback to give?
- B) "To the Bat Car Robin!" The role of learning analytics in supporting, not just identifying, students at risk

Summary (50-word summary for programme)

This active challenge workshop will place participants in the position of student, personal tutor, advisor/ counsellor and manager. If you were in their position, what data or insights would be most useful for building better systems to improve the student's likelihood of success?

Abstract (500 words maximum, not including references if used)

This session explores the challenge of how we can use learning analytics to better manage services to support student transition into the first year of University.

During the related session "*Learning analytics to support students in the transition from secondary to higher education: which data to use and which feedback to give?*" we will explore how institutions can use data to identify those students most at risk of early withdrawal or underperforming. This challenge workshop looks at the related topic: what happens once students at risk have been identified? For even if we can identify those students most at risk of failing months before they do so, if we are unable to improve our systems to support them, this new knowledge is of only limited use.

There is some evidence that if students can be made aware that they are at risk of early withdrawal through learning analytics, they can change their behaviour to adopt more academically productive strategies. Both Arnold (2010) and Jayaprakash et al (2014) demonstrated that when students saw their engagement compared to their peers, they tended to raise their game. Arnold found that students in pilot studies using learning analytics tended to perform better in assessments than peers in control groups. However, the same knowledge also led other students choosing to withdraw early rather than risk failing an assessment.

Studies into strategies for changing student behaviour have found that students can be highly resistant to encouragement and pressures upon them to change. Handley & Williams (2011) found the use of exemplars had little impact on student academic performance, as did Foster, McNeil & Lawther (2012) using early diagnostic testing and a variety of academic interventions and Hockings (2010) found resistance to change from a range of pedagogically sound interventions.

However, we know from the experience of practitioners that we can have an impact on individuals and groups of students. We want to explore whether or not learning analytics can play a positive role in this process.

In this session we will:

- Introduce the ABLE Erasmus+ project and our goals (2015-18)
- Describe some of our research into the NTU Student Dashboard learning analytics platform
- Facilitate discussion around the benefits and risks associated with greater student data.
- We will put participants into groups and ask them to imagine that they are one of the following:
 - A student at risk of early withdrawal
 - A personal tutor
 - An academic adviser/ counsellor
 - An institutional manager

Participants will be asked to discuss and debate:

- Which data or analytics would be valuable for each person?
- What might be the risks of having access to this data?

References

ARNOLD, K., 2010-last update, Signals: Applying Academic Analytics [Homepage of EDUCAUSE Review], [Online]. Available: http://www.educause.edu/ero/article/signals-applying-academic-analytics#TB_inline?height=500&width=630&inlineId=sidebar2&modal=false [February/13, 2015].

FOSTER, E., MCNEIL, J. and LAWOTHER, S., 2012. Exploring new students' conceptions of engagement and feedback. In: L. CLOUDER, C. BROUGHAN, S. JEWELL and G. STEVENTON, eds, *Improving Student Engagement and Development through Assessment: Theory and Practice in Higher Education*. UK: Routledge.

HANDLEY, K. and WILLIAMS, L., 2009. From copying to learning: using exemplars to engage students with assessment criteria and feedback. *Assessment & Evaluation in Higher Education*, **36**(1), pp. 95-108.

HOCKINGS, C., 2010. Reaching the students that student-centred learning cannot reach. *British Educational Research Journal*, **35**(1), pp. 83-98.

JAYAPRAKASH, S., MOODY, E., EITEL, J., LAURIA, J. and BARON, J., 2014. Early alert of academically at-risk students: an open source analytics initiative. *Journal of learning analytics*, **1**(1), pp. 6-47.

Main message of the session: "After this session the participant will know/have experienced/have gained..."

... an insight into the potential for learning analytics to improve how we support students and an opportunity to reflect upon the way that they currently use data in their practice supporting students to succeed (&probably some sweets)

Data projectors are standard, if you have further IT or audio-visual requirements please indicate here.

Wireless internet in the presentation room if available (for interactive questions)

Any other requirements (please indicate, for example, if you would like to bring additional materials if you are submitting a poster).

Keywords: every presentation will be categorized according to some keywords. Please check the box of the keywords applicable to your session. The keywords are based on interesting EFYE-topics for this conference.

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| <input type="checkbox"/> Active learning
<input checked="" type="checkbox"/> Belonging (socially, academic)
<input type="checkbox"/> Big Data
<input type="checkbox"/> Commuter (or local) students
<input checked="" type="checkbox"/> Counselling
<input type="checkbox"/> Curriculum
<input type="checkbox"/> Health and well-being
<input type="checkbox"/> Induction (Orientation)
<input checked="" type="checkbox"/> Institutional development
<input type="checkbox"/> International students
<input type="checkbox"/> Language (academic)
<input type="checkbox"/> Learning communities
<input type="checkbox"/> Library
<input type="checkbox"/> Parents
<input type="checkbox"/> Peer mentoring
<input type="checkbox"/> Physical spaces | <input type="checkbox"/> Pre entry
<input checked="" type="checkbox"/> Research on FYE
<input type="checkbox"/> Residential students
<input checked="" type="checkbox"/> Retention
<input type="checkbox"/> Service learning/volunteering
<input type="checkbox"/> Social cohesion
<input type="checkbox"/> Student diversity
<input type="checkbox"/> Student finance
<input type="checkbox"/> Student perspective
<input type="checkbox"/> Students as partners
<input type="checkbox"/> Study Skills
<input type="checkbox"/> Social Media
<input checked="" type="checkbox"/> Technology
<input checked="" type="checkbox"/> Transition from highschool/college to HE
<input type="checkbox"/> Transition to second year
<input type="checkbox"/> Work and study |
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Data Protection: The information you supply on this form will be stored in paper and/or electronic format for the purposes of conference administration. Additionally, speaker biographies, abstracts and summaries of sessions/posters may be published in delegate packs and on the EFYE 2016 website.